**LESSON PLAN FORMAT FOR COMMON CORE CERTIFICATION (MODULES 3 AND 4)**

**NAME** Janet Baas **GRADE LEVEL** Two

**COMMON CORE/ESSENTIAL STANDARD**…2.MR1.1, 2.CR.1.1, 2.CR.1.2, SL2.1a, SL2.2, W2.3

**DESCRIPTOR OF THE STANDARD (MUSIC)** Illustrate prominent musical characteristics or specific musical events while listening to and / or singing music. Exemplify music representing the heritage, customs, and traditions of various cultures. Understand the relationships between music and concepts from other areas.

(English Language Arts) Participate in collaborative conversations with diverse partners about grade two topics and texts with peers and adults in small and larger groups. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.

**MATERIALS USED: “**Classics for Kids” website (classicsforkids.com), writing handout, clip boards, pencils.

**KEY VOCABULARY (INSTRUCTIONAL LITERACY)** Opera, overture, recount or describe, create, collaborate

**INTRODUCTION OF LESSON:** Write “opera” on the board. Ask students what they think an opera is. Ask for several responses from the class. Compare the students’ responses to what an opera actually is and compare it to a “musical”.

Explain that they are going to be hearing music from an opera, specifically an “overture” (the music that serves as an introduction to an opera), Explain that students will be working with a partner of their choosing and writing a short narrative based on the music they will be hearing. Remind the students that the story needs to be their own, not a story that has already been written even though the music may remind them of another story that they have heard in music (ie. “Peter and the Wolf”, “The Nutcracker”, etc.).

**GUIDED PRACTICE/MODELLING:** Explain the use of the “William Tell-An Opera by Gioachino Rossini” handout. Review note-taking process and explain how the groups are to list their ideas that are formulated as a result of listening to the music example. The students are instructed to listen independently to the music example to the 2:50 minute mark. (The music example is played from the “Classics for Kids” website.) Time will be given for the partners todiscuss the stories that they thought of as they listened to the music example. After discussing their story ideas, the partners will write a short paragraph detailing the characters, actions, thoughts, feelings, setting, etc. based on the music example. Allow time for the groups to share their story ideas with the class. Compare the similarities and differences between the groups’ stories.

Repeat this process after listening to the remainder of the music example. (Note: After the 2:50 minute in the music, the music completely changes in mood and style. The students should reflect this change in the conclusion of their stories.)

**INDEPENDENT PRACTICE:** Students listen to the music example with their partner. Each student independently creates a basic idea for a story based on the music. The partners then compare their story ideas and create a collaborative story based on both of the student’s ideas.

**LESSON EXTENTIONS (BY INDIVIDUALS WITHIN THE GRADE LEVEL – SUPPORT AND/OR ENRICH:** Teacher will move from group to group to monitor the students’ discussion and story creation. For enrichment, groups that have created a basic story based on the music will be encouraged to elaborate on their stories with details about the characters, setting, and events.

**CLOSURE:** On the “Classics for Kids” website read about Gioachino Rossini and his opera,”William Tell”. Read the biography of Rossini as a class. Read the actual story of the opera“William Tell” and compare it to the stories written by the students. Take the short quiz (three questions) as a class.

**ASSESSMENT (Formative)** The teacher will use “oral questioning” to assess whether students are able to associate and create a story based on the music that was played. The teacher will move from group to group during both sections of the playing of the music example to assess the student’s progress and understanding.